

1989
AMENDMENTS
to the
Program of Studies for Junior High Schools

1. Replace Contents page.

CORE COURSES

1. Replace all of Social Studies sections A.B.C. and D.

COMPLEMENTARY COURSES

1. Fine and Performing Arts

Replace all of Drama sections A.B. and C. and insert section D.

2. Practical Arts

Insert new program Agriculture: Land and Life, sections A.B. and C. immediately before Computer Literacy.

Insert new divider Religious or Ethical Studies immediately after Typewriting, and follow with Ethics sections A.B.C. and D.

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Program OF Studies

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CORE COURSES

HEALTH AND PERSONAL LIFE SKILLS
LANGUAGE ARTS
MATHEMATICS
PHYSICAL EDUCATION
SCIENCE
SOCIAL STUDIES

COMPLEMENTARY COURSES

FINE AND PERFORMING ARTS

Art
Drama
Musical (Choral, General, Instrumental)

PRACTICAL ARTS

Agriculture: Land and Life
Computer Literacy
Home Economics
Industrial Education
Typewriting

RELIGIOUS OR ETHICAL STUDIES

SECOND LANGUAGES

French
German
Ukrainian

SOCIAL STUDIES

A. PROGRAM RATIONALE AND PHILOSOPHY

"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable, and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community."

Secondary Education in Alberta (June 1985)

Social studies is a school subject that assists students to acquire basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content also serves as the context in which important skills and attitudes are developed.

Central to all curricula are the students. The social studies program takes the following factors into account:

The Nature and Needs of the Learner: The expected learning is consistent with the social and intellectual maturity of the students.

The Nature and Needs of a Changing Society: The program prepares students for active and responsible participation in a changing world. It seeks to equip students with the knowledge and skills necessary to function in the society in which they must ultimately find their place.

The Nature of Knowledge in Each Subject Area: The program content reflects the vast scope of the disciplines of history, geography, economics and social sciences at a level consistent with the maturity of students.

The Learning Environment: The program identifies what is to be taught and provides the flexibility for teachers to adapt the program to meet the needs of the learners. It addresses the needs and conditions in schools, and the availability, accessibility and variety of learning resources within the school and community.

In our changing society, students will need to be practised at using a variety of skills and strategies. Students will need to be able to acquire knowledge, to interpret and to communicate information, and to solve problems and make decisions. In doing all of this, students require a wide range of critical and creative thinking skills and strategies which they can apply to a wide range of situations. Therefore, the concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society.

B. GOALS AND OBJECTIVES

GOAL

RESPONSIBLE CITIZENSHIP is the ultimate goal of social studies. Basic to this goal is the development of critical thinking. The "responsible citizen" is one who is knowledgeable, purposeful and makes responsible choices. Responsible citizenship includes:

- understanding the role, rights, and responsibilities of a citizen in a democratic society and a citizen in the global community
- participating constructively in the democratic process by making rational decisions
- respecting the dignity and worth of self and others.

Citizenship education is based on an understanding of history, geography, economics, other social sciences and the humanities as they affect the Canadian community and the world. However, knowledge is changing rapidly. These changes bring into focus the need to provide the knowledge and skills necessary to meet the challenges and keep pace with an ever-changing world. Therefore, emphasis is placed on learning those social studies facts, concepts, generalizations and skills that are useful for lifelong learning and responsible citizenship.

Social studies is organized around knowledge, skill, and attitude objectives. These objectives should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen uses the knowledge, attitudes and skills acquired in the school, the family and the community.

In order to understand why people act the way they do, one has to examine their underlying reasons for action, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (value analysis, decision making) is incorporated in the skill objectives.

OBJECTIVES

KNOWLEDGE OBJECTIVES – To be a responsible citizen, one needs to be well informed about the past, as well as the present, and to be prepared for the future by drawing on history and the social science disciplines. The knowledge objectives take into account the history of our community, the growth of democratic society, an understanding of the nature of man, and an understanding of our changing social, political, technological, and economic environment.

Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. A generalization is a rule or principle that shows relationships between two or more concepts. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

SKILL OBJECTIVES – Skills are taught best in the context of use rather than in isolation. While skill objectives are grouped into categories for organizational purposes, some of the skills may fit into more than one category. There is a wide variety of thinking skills essential to social studies. These skills are not intended to be developed separately or sequentially and are intertwined with the knowledge and attitude components.

Skill objectives for social studies are grouped into the following categories:

Process Skills

- skills that help one acquire, evaluate and use information and ideas

Communication Skills

- skills that help one express and present information and ideas

Participation Skills

- skills that help one interact with others

Inquiry Strategies – Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences, using strategies such as problem solving and decision making. The intent is to provide many opportunities within a topic/grade to use problem solving and/or decision making so that the students learn the strategies and then are able to transfer the skills to their own lives. Each topic includes questions that range from those that have an answer based on the available evidence, to those that are issues that need to be resolved. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Each topic includes a section "Issues and Questions for Inquiry". This list of issues and questions is not intended to be inclusive. The success of inquiry is enhanced by selecting questions and issues related to the topic that are concrete, relevant, meaningful, and of interest to students. Issues and questions can be teacher or student generated.

Issues and questions may be investigated using different strategies. Critical thinking and creative thinking may be encouraged by using a variety of inquiry strategies such as the problem-solving and decision-making models outlined below. Inquiry calls for choosing and blending strategies. Sometimes, a step-by-step approach may be best. At other times, creative thinking skills must be applied. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity. Problem solving is a strategy of using a variety of skills to answer a question or solve a problem (who, why, what, where, when, how). Decision making is a strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should, how should, to what extent should) and that requires a decision for action. The strategies provided in curriculum documents vary from elementary through secondary levels. (The 1981 Process for Social Inquiry is an example of a decision-making model.)

A Model for Answering Questions or Solving Problems

- Define a question/problem
- Develop questions or hypotheses to guide research
- Gather, organize and interpret information
- Develop a conclusion/solution

A Model for Making Decisions

- Identify an issue
- Identify possible alternatives
- Devise a plan for research
- Gather, organize and interpret information
- Evaluate the alternatives, using collected information
- Make a decision, plan or take action on the decision (if desirable and feasible)
- Evaluate the process, the decision and the action

ATTITUDE OBJECTIVES – The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another, and learning in an atmosphere of free and open inquiry.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students will be encouraged to develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges, and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

C. CONTENT

1. TOPICS OF STUDY

The program represents a balance between the immediate social environment and the larger social world; between small group and societal problems and issues; among local, regional, national and global affairs; among past, present and future directions; and among Western and non-Western cultures. Choices have been made that, of necessity, include some topics in the curriculum at the expense of others. Topics have been chosen to complement other subject areas and avoid unnecessary repetition of material from previous grades.

The junior high social studies curriculum examines people in society as they interact with their many environments – cultural, physical and economic. Within each topic, the geographic setting is to be used to develop and maintain geographic skills. "Issues and Questions for Inquiry" provide a guide for the organization and combination of the program dimensions – knowledge, skill and attitude objectives.

Current affairs and up-to-date information are an integral part of the social studies program. The study of current events adds relevance and immediacy to the curriculum and helps foster student interest. Discussion of current events, issues and problems helps students understand their world and demonstrates the need for studying the past in order to understand the present. Units of study and material in textbooks, films and other media can be brought up-to-date. In addition, the study of current affairs provides students with opportunities to develop the skills needed to acquire, analyze and evaluate information that flows from the mass media, to make decisions, and to participate in society as responsible citizens.

The study of current events, issues and problems is not a simple task. Considerable time is often required to understand the background and intricacies of a particular event or issue. Therefore issues and events should be carefully selected to enhance the objectives of the social studies program. In general, **current affairs** should be handled as inclusions in, and extensions of, curricular objectives and not as a separate topic isolated from the program. This provides some context and solves the problem of obtaining background material on a particular subject while illustrating the relevance of the material being studied.

2. REQUIRED/ELECTIVE COMPONENTS

The required component comprises 80% of the program and is represented by topics and statements of objectives that follow. The elective component occupies 20% of the program and provides enrichment and remediation consistent with the objectives of the course.

The **required** component encompasses the knowledge, skills and attitudes that all students should be expected to acquire.

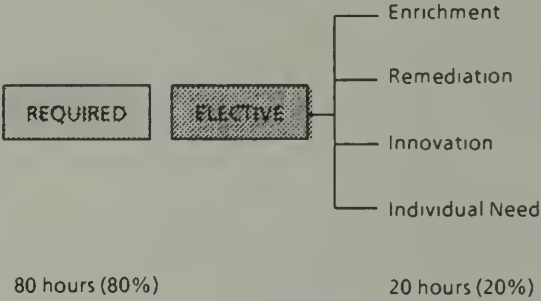
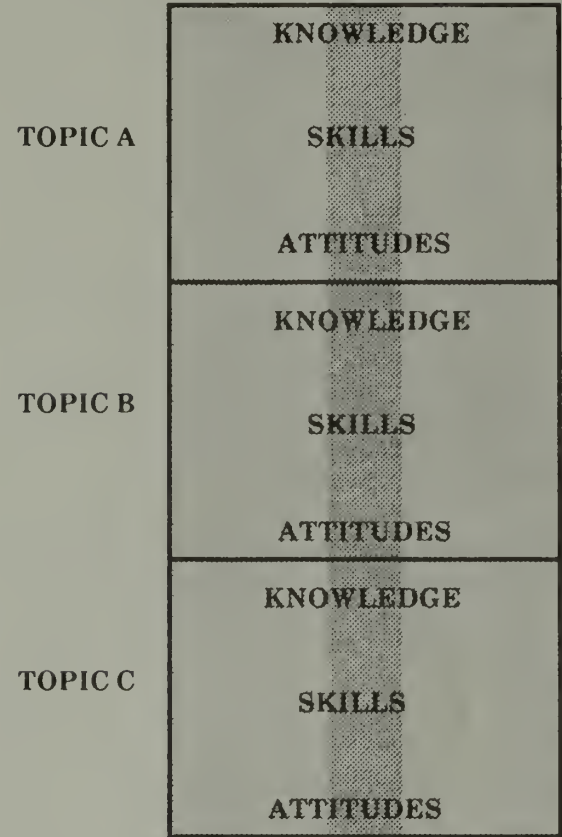
The **elective** component provides opportunities to adapt and enhance instruction to meet the diverse needs, abilities and interests of students. It provides enrichment and additional assistance to individual students as necessary.

3. SEQUENCE OF PRESCRIBED TOPICS

The sequence of topics may be altered if necessary. However, in Grade 7, Topic 7A should be taught first as the concepts developed in that topic provide the basic understanding of culture needed for the other topics.

4. TIME ALLOCATIONS

The minimum time allotment per course shall be 100 hours. It is intended that each topic should receive an equivalent amount of time within the time allotted for the course.



GRADE SEVEN

PEOPLE AND THEIR CULTURE

TOPIC A Culture

TOPIC B Cultural Transition: A Case Study of Japan

TOPIC C Canada: A Bilingual and Multicultural Country

FOCUS

The focus of study is culture in general, and the students' culture in particular. The study of another culture (the Japanese) provides the opportunity to apply cultural concepts.

RATIONALE

Each human society has particular patterns of behaviour that make up its culture. All cultures have some common characteristics; every culture also has some unique characteristics. Cultural change is a continuous process. In the past one hundred years, Japan has undergone major changes and as such is an example of a culture in transition. In addition, it is an important Pacific Rim nation that has economic ties with Canada and Alberta. The study of cultural interaction and adaptation in Canada necessitates an understanding of bilingualism and multiculturalism. A comparative study of cultures, within and outside a country, facilitates understanding of human behaviour and enhances students' global awareness.

TOPIC A Culture

The intent of this study is to help students develop an understanding of culture.

Students will study the culture in their own immediate environment: home, school and community. Based on this experience, students will develop a basic understanding of their culture, which will help in the study of any culture.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page B.2 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major: – What is culture?
- Related: – How do members of our cultural group express their individuality?
– To what extent should individuals be expected to conform to a culture?
– How should we respond to change within our culture?
– How do family, school and the community influence individuals?
– What relationships exist between communication and culture?
– How do customs, traditions and laws influence our way of life?
– How do beliefs and values in a community affect its institutions?

KNOWLEDGE OBJECTIVES

– Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – Culture is a learned way of life shared by a group of people.

GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Communication in all its forms is the means by which culture is learned.	communication	– language – media – arts
Socialization is achieved through interaction with others.	socialization	– institutions (family, education, religion, government, economy, recreation – role models) – laws – customs – traditions
Beliefs and values influence behaviour.	beliefs/values	– religion – home – community – behaviour
Individuals assume a variety of roles.	role	– conformity – individuality – identity

SKILL OBJECTIVES

– Students will be able to do the following:

PROCESS SKILLS

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to identify relationships between geography and culture.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing – with teacher assistance.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about basic aspects of culture.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – communication, socialization, beliefs/values, roles.
- Make generalizations by stating relationships among concepts about culture.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on culture.

COMMUNICATION SKILLS

- Construct a retrieval chart outlining the major aspects of any culture.
- Write, from a single point of view (from the perspective of the student as a writer), a clear and effective short report, letter or explanation to defend a decision to encourage more conformity or individuality within some aspect of culture, emphasizing direct experience and background knowledge as sources of information.

Note: The communication skills (speaking and writing) are interchangeable among Topics 7A, 7B and 7C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

– Students will be encouraged to develop:

- Respect for the rights, needs, opinions and concerns of self and others.
- Appreciation of the need for cooperation in group work and community life.
- Willingness to contribute to group efforts and accept the decision of the group.
- Confidence in expressing their own ideas.

TOPIC B Cultural Transition: A Case Study of Japan

The intent of this study is to help students understand cultural transition.

Students will study the changes that have occurred in Japanese culture in the past century.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page B.2 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- How does culture change?
 - To what extent should change within a culture be encouraged?
- Related:
- What changes have taken place in Japanese culture?
 - What influences cultures to change?
 - What aspects of traditional Japanese culture have been retained?
 - What impact has contact with other societies had on Japanese culture?
 - How do people respond to cultural change?
 - What influences has Japanese culture had on your culture?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – Cultural transition occurs as a result of internal and external influences.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Change results from one or a combination of causes.	agents of change	<ul style="list-style-type: none">- technology- natural environment (resources, geographic isolation)- contact with other cultures- invention- aftermath of World War II
Change is a continuous process occurring unevenly within cultures.	transition	<ul style="list-style-type: none">- lifestyles<ul style="list-style-type: none">• communication• socialization (institutions, etc.)• beliefs/values• role (worker, family, etc.)- adaptation
Some aspects of culture are more enduring than others.	cultural retention	<ul style="list-style-type: none">- traditional way of life<ul style="list-style-type: none">• communication• socialization (institutions, etc.)• beliefs/values• role (worker, family, etc.)

SKILL OBJECTIVES

– Students will be able to do the following:

PROCESS SKILLS

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps (political, physical, climate, vegetation) to identify relationships between geography and Japanese culture.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing – with teacher assistance.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about cultural transition in Japan.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – agents of change, transition, cultural retention.
- Make generalizations by stating relationships among concepts about cultural transition.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on cultural transition in Japan.

COMMUNICATION SKILLS

- Construct a chart outlining the major aspects of Japanese culture.
- Convey thoughts, feelings and information in an oral presentation, speech or debate to classroom groups on cultural transition. (Use appropriate vocabulary, voice production factors and non-verbal factors to communicate meaning and mood effectively.)

Note: The communication skills (speaking and writing) are interchangeable among Topics 7A, 7B and 7C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

– Students will be encouraged to develop:

- Appreciation of change as a common feature of life in all cultures.
- Empathy for people experiencing change.
- Willingness to consider opinions and interpretations different from their own.
- Sensitivity to the customs and beliefs of cultural groups other than their own.

TOPIC C Canada: A Bilingual and Multicultural Country

The intent of this study is to help students develop an understanding of the bilingual and of the multicultural nature of Canada.

Students will study this topic using the basic understanding of culture developed in Topic 7A. They will examine a variety of cultural groups, one of which shall be Metis, Indian or Inuit.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page B.2 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- What is unique about Canadian culture?
 - To what extent should Canada promote its bilingual and multicultural nature?
- Related:
- What is bilingualism in Canada?
 - What is multiculturalism in Canada?
 - What are the distinguishing cultural characteristics of selected groups?
 - How does one's cultural heritage influence one's way of life?
 - How have different cultural groups adapted to life in Canada?
 - How does bilingualism influence the Canadian way of life?
 - How does multiculturalism influence the Canadian way of life?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – The policies of bilingualism and multiculturalism recognize and respect Canada's basic nature.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Cultural heritage is part of an individual's identity.	cultural heritage	<ul style="list-style-type: none">- beliefs/values- customs- traditions- legends/stories- lifestyle
Canada's population is made up of a variety of cultural groups.	cultural groups	<ul style="list-style-type: none">- country of origin- settlement patterns- indigenous groups- colonizers- immigration
Bilingualism recognizes the existence of two official languages.	bilingualism	<ul style="list-style-type: none">- two official languages
Multiculturalism supports the existence of cultural diversity.	multiculturalism	<ul style="list-style-type: none">- government policies- contribution- adaptation

SKILL OBJECTIVES

– Students will be able to do the following:

PROCESS SKILLS

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading, utilizing community resources, and using newspapers.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to illustrate the various nations from which many Canadians or their forbears emigrated.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing – with teacher assistance.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about the basic aspects of the bilingual and of the multicultural nature of Canada.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – cultural heritage, cultural groups, bilingualism, multiculturalism.
- Make generalizations by stating relationships among concepts about bilingualism and multiculturalism.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on bilingualism and multiculturalism in Canada.

COMMUNICATION SKILLS

- Create a graph to show the cultural and ethnic origins of the present Canadian population.
 - Write, from a single point of view (from the perspective of the student as writer), a clear and effective letter, short report or explanation to support a position on bilingualism and multiculturalism, emphasizing direct experience and background knowledge as sources of information.
- Note:** The communication skills (speaking and writing) are interchangeable among Topics 7A, 7B and 7C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

– Students will be encouraged to develop:

- Respect and tolerance for the rights, needs, opinions and concerns of others.
- Appreciation and respect for the contributions of cultural groups to Canada.
- Appreciation and respect for the worth of all people.
- Appreciation for what it means to be Canadian.
- Respect for the bilingual and multicultural nature of Canada.
- A critical stance toward the decision-making process.

GRADE EIGHT

HISTORY AND GEOGRAPHY IN THE WESTERN HEMISPHERE

TOPIC A Geography of Canada and the United States

TOPIC B Canada: History to the Twentieth Century

TOPIC C South America: A Case Study of Brazil

FOCUS

The focus of study is the physical and human geography of Canada, the United States and Brazil, and the history of Canada.

RATIONALE

The study of history is concerned with unique events, eras, movements, nations, institutions, groups or individuals. It should not be a 'mad dash through time' but should provide a context for facts and allow for critical thinking and the development of concepts and generalizations. The study of human geography is similar to history in that it takes a comprehensive view of humankind and earth but, whereas history stresses time relationships, geography stresses relationships of place.

In Grade 5, the focus of study is the interaction between the Natives and the French and British explorers, missionaries and settlers in New France and the Hudson Bay area. The Grade 8 program builds on this by exploring the development of Canada as a country through the nineteenth century. By the end of Grade 8 students are prepared for a more formal study of Canada. The geography of Canada presented in Grade 5 is expanded upon and studied in the context of North America. The study of history and geography in the Western Hemisphere will provide students with an increased understanding of Canada as a North American nation and contribute to the requirements of citizenship.

The study of regions helps us to see the world as an integrated system of places that we can comprehend as an interdependent whole. Regions are manageable units upon which to organize our knowledge of the world. We may view regions as an intermediate step between our knowledge of local places and our knowledge of the entire world.

The study will extend the students' understanding of geography and provide a broad chronological overview of Canadian history. A general understanding of the physical geography of Canada and the United States is important as it forms the basis for the understanding of human activity and future development in the region. This will provide a framework for the study of other regions. The inclusion of South America as an area of study allows students to continue to expand their global awareness, and to increase their tolerance and respect for others.

TOPIC A Geography of Canada and the United States

The intent of this study is to help students develop an understanding of the relationship of geography to patterns of life in Canada and the United States.

Students will study the geography of Canada and the United States.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page B.2 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:
- How are patterns of life in Canada and the United States influenced by human and physical geography?
 - To what extent does physical environment influence a people's way of life?
- Related:
- What are the major physical features of Canada and the United States?
 - What are the major characteristics of the human geography of Canada and the United States?
 - What are the major economic regions of Canada and the United States?
 - How are Canada and the United States linked by physical and human geography?
 - To what extent should we modify our physical environment?
 - To what extent should we consider physical environment when we develop our resources?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – The interaction of people with their physical environment influences patterns of life.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Regions are the basic unit of a geographic study and can be defined by a variety of criteria.	regions	<ul style="list-style-type: none"> - regional unity - physical region - political region - economic region
Every person and place has an absolute and a relative location.	location	<ul style="list-style-type: none"> - absolute location <ul style="list-style-type: none"> • latitude/longitude - relative location
All places have special human and physical characteristics that distinguish them.	place	<ul style="list-style-type: none"> - environment - physical factors <ul style="list-style-type: none"> • landforms/bodies of water • climate/vegetation • natural resources - human factors <ul style="list-style-type: none"> • settlement patterns, occupations, recreation • beliefs/ideas
The environment is constantly being changed by human and physical forces.		
Unequal distribution of resources between regions may lead to movement of goods, people and ideas.	movement	<ul style="list-style-type: none"> - transportation - communication - trade patterns - interdependence
People are constantly interacting with their physical environment to meet their needs.	environmental interaction	<ul style="list-style-type: none"> - adaptation - resource development <ul style="list-style-type: none"> • consequences - environmental limitations - environmental emergencies

SKILL OBJECTIVES

– Students will be able to do the following:

PROCESS SKILLS

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to identify relationships between human and physical geography.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about the relationship of geography to the patterns of life in Canada and the United States.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – regions, location, place, movement, environmental interaction.
- Make generalizations by stating relationships among concepts about interactions of people with their physical environment.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on the relationship of geography to patterns of life in Canada and the United States.

COMMUNICATION SKILLS

- Construct maps (including contour maps) demonstrating use of symbols, location, direction, distance, scale and physical geography.
- Write, from more than one point of view, a clear and effective report, letter or explanation on the relationship of geography to the patterns of life in Canada and the United States, adding vicarious experiences to direct experiences as sources of information.

Note: The communication skills (speaking and writing) are interchangeable among Topics 8A, 8B and 8C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

– Students will be encouraged to develop:

- Appreciation for consequences of people's interaction with their environment.
- Appreciation of interdependence as a common feature of life.
- Willingness to cooperate and work with others.
- A critical stance toward the decision-making process.

TOPIC B Canada: History to the Twentieth Century

The intent of this study is to help students develop a greater understanding of Canada.

Students will study the historical development of Canada to the present century.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page B.2 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major: – How did Canada become a nation?
- Related: – How did the French and British influence the development of Canada?
 – What were the reasons for exploration and settlement?
 – What factors contributed to Canada's expansion?
 – What were the reasons for Confederation?
 – Why did bilingualism develop in Canada?
 – Why was the West settled?
 – How did individuals contribute to the political development of Canada?

KNOWLEDGE OBJECTIVES

– Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – The development of Canada as a country has been shaped by a number of significant events, and the contributions of individuals.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Colonization was one result of competition between nations for new territory.	colonization	<ul style="list-style-type: none"> – New France – British colonies – authority of the colonial government – trade with Britain and France
Many different factors influenced the settlement and exploration of Canada.	settlement	<ul style="list-style-type: none"> – Native people – United Empire Loyalists – explorers of Western Canada – immigration/migration – Red River Settlement
The use of more than one official language results from a nation's unique history.	nationhood	<ul style="list-style-type: none"> – two founding peoples – Proclamation Act 1763 – Quebec Act 1774 – Constitutional Act 1791 – struggle for reform in the colonies <ul style="list-style-type: none"> • Louis-Joseph Papineau/William Lyon MacKenzie • Rebellions of 1837 • Act of Union 1841 – Confederation <ul style="list-style-type: none"> • American Civil War • B.N.A. Act, 1867 • John A. Macdonald • bilingualism – response to expansion <ul style="list-style-type: none"> • Louis Riel – Canadian Pacific Railway – creation of provinces
Confederation was a response to internal and external pressures.		

SKILL OBJECTIVES

– Students will be able to do the following:

PROCESS SKILLS

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in political cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret historical maps to uncover the relationships between human and physical geography on the development of the Canadian nation.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if they are identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about the historical development of Canada.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – colonization, settlement, nationhood.
- Make generalizations by stating relationships among concepts about significant events and contributions of individuals in Canadian history.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on the historical development of Canada.

COMMUNICATION SKILLS

- Construct a time line of major events and contributions of individuals to shaping the political development of Canada.
- Write, from more than one point of view, a clear and effective letter, report or explanation to support a position on the historical development of Canada (significant events and contributions of individuals), adding vicarious experience to direct experience as sources of information.

Note: The communication skills (speaking and writing) are interchangeable among Topics 8A, 8B and 8C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

– Students will be encouraged to develop:

- Appreciation for the way in which knowledge of the past helps them understand the present and the future.
- Appreciation of British and French interaction in shaping Canada's political development.
- Appreciation of the contributions of individuals, groups and events to the development of Canada.
- Willingness to consider opinions and interpretations different from their own.
- Respect for democratic principles.

TOPIC C South America: A Case Study of Brazil

The intent of this study is to help students to extend their understanding of geography.

Students will study the physical and human geography of Brazil over time.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page B.2 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major: – What has been the interaction between physical and human geography in Brazil over time?
- Related: – What are the major physical features of South America?
 – How does the culture of Brazil reflect the variety of origins of its people?
 – How has human settlement altered the physical environment of Brazil (past and present)?
 – What issues and trends are likely to influence the relationships of the people of Brazil with their physical environment?

KNOWLEDGE OBJECTIVES

– Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – The interactions of people with their physical environment continues to influence patterns of life in Brazil.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Physical geography influences human settlement.	settlement patterns	– physical geography – exploration – settlement – expansion
The physical environment provides opportunity and at the same time imposes limitations.		
Modification of the physical environment can have both beneficial and detrimental effects.	human geography	– transportation – communication – population patterns – resource development – lifestyle – cultural groups

SKILL OBJECTIVES

– Students will be able to do the following:

PROCESS SKILLS

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys).
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify the purposes, message and intended audience of visual communications.
- Read and interpret maps to identify relationship between human and physical geography on the development of Brazil.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory.
- Draw conclusions about basic relationships between physical and human geography in Brazil.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – settlement patterns, human geography.
- Make generalizations by stating relationships among concepts about interactions of people with their physical environment.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on relationships between history and geography in Brazil.

COMMUNICATION SKILLS

- Construct a graph to show the cultural and ethnic origins of the present Brazilian population.
- Convey information and explain thoughts, feelings and ideas in an oral presentation, speech or debate to classroom groups about the impact of geography on the development of Brazil. (Use appropriate vocabulary, voice production factors and non-verbal factors to communicate meaning and mood effectively.)

Note: The communication skills (speaking and writing) are interchangeable among Topics 8A, 8B and 8C.

PARTICIPATION SKILLS

- Converse with others in a variety of settings, including informal, small groups and whole class discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

– Students will be encouraged to develop:

- Appreciation of consequences of people's interactions with their environment.
- Acceptance of the responsibility of the individual in the global community.
- Respect and tolerance for the rights, needs, opinions and concerns of others.
- Sensitivity to the points of view of cultural groups other than their own.

GRADE NINE

ECONOMIC GROWTH: DIFFERING PERSPECTIVES

TOPIC A **Economic Growth: U.S.A.**

TOPIC B **Economic Growth: U.S.S.R.**

TOPIC C **Canada: Responding to Change**

FOCUS

Underlying economic growth is the conflict between unlimited economic needs and wants and limited natural and human resources. The focus of study is on industrialization and the way that the United States and the Soviet Union have organized themselves economically. Issues related to technological change will be emphasized in the study of Canada. The relationships among economic growth, economic organization and quality of life will be examined.

RATIONALE

Each society has established economic systems in response to economic problems. Economic growth refers to the rate of increase in a nation's economic output and involves the growth of the labour force and capital, as well as technical progress. Technology is an important component of economic growth and is the underlying theme of the Grade 9 course. The understandings and relationships discovered through a study of economic growth can be used by students to analyze economic problems and to develop a personal response.

The Industrial Revolution began in Great Britain because the elements needed for industrial growth were present. A brief overview of the Industrial Revolution will form part of the study of economic growth in the leading industrial nation in the world, the United States. This study of economic growth will be in contrast to that of the Soviet Union. Through the study of the economic development of the United States, the Soviet Union and Canada, students will learn to make informed choices about economic growth and technological change.

TOPIC A Economic Growth: U.S.A.

The intent of this study is to help students understand how economic growth within a market economy affects the quality of life.

Students will study the growth of industrialization in the United States.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page B.2 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:**
- How has a market economy influenced economic growth in the United States?
 - How has the quality of life been shaped by economic growth in the United States?
- Related:**
- What were some important historical influences upon industrialization in the United States?
 - How did the changes in technology influence work?
 - How did the changes in technology influence production?
 - What are some of the factors that led to the development of corporations?
 - What role have entrepreneurs played in the economic growth of the United States?
 - What role has labour played in the economic growth of the United States?
 - What role has government played in the economic growth of the United States?
 - To what extent can individuals influence the economy?
 - What are some advantages and disadvantages to the individual in a market economy?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – A market economy has been the vehicle for economic growth in the United States.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Significant change results from industrialization.	industrialization	<ul style="list-style-type: none">- Industrial Revolution<ul style="list-style-type: none">• domestic/factory system• urbanization• mechanization• specialization- mass production- automation- transportation- immigration- change
In a market economy, land, labour and capital are combined by private producers.	market economy	<ul style="list-style-type: none">- scarcity- factors of production- business cycle- corporations- role of entrepreneurs- role of labour- role of government- role of consumers- beliefs/values
In a market economy, the quality of life is influenced by an emphasis on individualism and private ownership.	quality of life	<ul style="list-style-type: none">- lifestyle (social, economic, spiritual, physical, etc.)

SKILL OBJECTIVES

– Students will be able to do the following:

PROCESS SKILLS

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys); use the Reader's Guide to Periodical Literature and other indexes.
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Read and interpret maps to uncover relationships between geography and industrialization in the United States.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about economic growth within a market economy.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – industrialization, market economy, quality of life.
- Make generalizations by stating relationships among concepts about economic growth within a market economy.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on economic growth in the United States.

COMMUNICATION SKILLS

- Construct a time line of major events and the contributions of individuals to the industrial development of the United States.
 - Write, from several points of view, and with sensitivity to more than one perspective, a clear and effective essay/position paper, letter or editorial on the influence of the market economy on growth of industrialization in the United States, with more emphasis on the synthesis and evaluation of information from varied sources.
- Note: The communication skills (speaking and writing) are interchangeable among Topics 9A, 9B and 9C.

PARTICIPATION SKILLS

- Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

– Students will be encouraged to develop:

- Appreciation of the ways in which different economic systems meet the needs of the people.
- Appreciation of the worth of individual initiative and group effort in achieving goals.
- Appreciation of the need for balance between freedom and responsibility.
- Appreciation of the contributions of individuals and groups to improving the quality of life.
- Empathy for people who have been affected by change.

TOPIC B Economic Growth: U.S.S.R.

The intent of this study is to help students understand how economic growth within a centrally planned economy affects the quality of life.

Students will study the growth of industrialization in the Soviet Union.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page B.2 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major:**
- How has a centrally planned economy influenced economic growth in the Soviet Union?
 - How has the quality of life been shaped by economic growth in the Soviet Union?
- Related:**
- What are the important geographic and economic influences on the industrial development of the Soviet Union?
 - What were some important historical influences upon industrialization in the Soviet Union?
 - How are the lives of citizens affected by the economic system?
 - What role has government played in the economic growth of the Soviet Union?
 - To what extent can individuals influence the economy?
 - What are some advantages and disadvantages to the individual in a centrally planned economy?

KNOWLEDGE OBJECTIVES

- Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – A centrally planned economy has been the vehicle for economic growth in the Soviet Union.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
The physical environment provides opportunity and at the same time imposes limitations.	geography	- location, landforms, bodies of water, climate, vegetation, natural resources, size, population distribution
Significant change results from industrialization.	industrialization	- economic and social conditions in Russia prior to 1917 <ul style="list-style-type: none"> • serfdom • agrarian society
The growth of industrialization was based on government planning.		- 1917 Revolution (causes and results)
		- economic planning <ul style="list-style-type: none"> • New Economic Policy – Lenin • Collectives • Five-Year Plans – Stalin • change
In a centrally planned economy, land, labour and capital are controlled by government.	centrally planned economy	- scarcity
		- factors of production
		- role of government
		- role of consumers
		- role of labour
		- centralization
		- beliefs/values
In a centrally planned economy, the quality of life is influenced by an emphasis on collectivism and public ownership.	quality of life	- lifestyle (social, economic, spiritual, physical, etc.)

SKILL OBJECTIVES

– Students will be able to do the following:

PROCESS SKILLS

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys); use the Reader's Guide to Periodical Literature and other indexes.
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Read and interpret maps to uncover relationships between geography and industrialization in the Soviet Union.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about economic growth within a centrally planned economy.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – geography, industrialization, centrally planned economy, quality of life.
- Make generalizations by stating relationships among concepts about economic growth within a centrally planned economy.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on economic growth in the Soviet Union.

COMMUNICATION SKILLS

- Construct a time line of major events that shaped the industrial development of the Soviet Union.
- Convey information, explain thoughts, feelings and ideas, and use persuasive arguments in an oral presentation, speech or debate to support a position on the quality of life in a centrally planned economy. (Use appropriate vocabulary, voice production factors, and non-verbal factors to communicate meaning and mood effectively.)

Note: The communication skills (speaking and writing) are interchangeable among Topics 9A, 9B and 9C.

PARTICIPATION SKILLS

- Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

– Students will be encouraged to develop:

- Appreciation of the ways in which different economic systems meet the needs of the people.
- Appreciation of the worth of individual initiative and group effort in achieving goals.
- Willingness to consider opinions and interpretations different from their own.
- Appreciation of the contribution of individuals and groups to improving the quality of life.
- Empathy for people who have been affected by change.

TOPIC C Canada: Responding to Change

The intent of this study is to help students understand technological change and its effect on the quality of life within a mixed economy so that they can make informed choices about economic growth.

Students will study economic growth and technological change in the Canadian context.

ISSUES AND QUESTIONS FOR INQUIRY

Issues and questions can provide a focus for teachers to organize the knowledge, skill and attitude objectives for instructional purposes. Teachers are encouraged to address several issues and questions for inquiry. In each topic, at least one issue and one question must be addressed using appropriate inquiry strategies. (Refer to page B.2 for definitions.) Teachers are encouraged to adapt these and to develop other questions and issues for inquiry and research.

- Major: – How should we respond to technological change?
- Related: – How is technological change affecting our quality of life?
 – How is technology affecting the way people work?
 – How is technological change affecting the world of work?
 – In what ways can individuals influence technological change?
 – In what ways can government influence technological change?
 – How are labour and management responding to technological change?
 – To what extent should governments influence economic growth?
 – What are some advantages and disadvantages of continued economic growth?

KNOWLEDGE OBJECTIVES

– Students will demonstrate an understanding of the following:

MAJOR GENERALIZATION – Economic growth and technological change affect the quality of life.		
GENERALIZATIONS	CONCEPTS	RELATED CONCEPTS/TERMS/FACTS
Technology has affected our way of life and will continue to influence our future.	technology	<ul style="list-style-type: none"> – utilization <ul style="list-style-type: none"> • primary industries • secondary industries • tertiary industries – innovation (robotics, computers, information revolution, genetics) – implications <ul style="list-style-type: none"> • social • economic • political • environmental • cultural
In a mixed economy, economic decisions are made by both the public and private sectors.	mixed economy	<ul style="list-style-type: none"> – scarcity – factors of production – role of business, labour, government, consumers – labour-management relations – public sector – private sector (corporations, small businesses, cooperatives) – beliefs/values
Quality of life is affected by changes in technology.	quality of life	<ul style="list-style-type: none"> – lifestyle (social, economic, spiritual, physical, etc.)

SKILL OBJECTIVES

– Students will be able to do the following:

PROCESS SKILLS

Locating/Interpreting/Organizing

- Identify and define topic(s).
- Identify possible sources and location of information (print, non-print, interviews, surveys); use the Reader's Guide to Periodical Literature and other indexes.
- Acquire information to find answers to questions through listening, observing, reading and utilizing community resources.
- Differentiate between main and related ideas.
- Identify points of view expressed in cartoons, pictures, photographs.
- Identify relationships among variables within charts, graphs and tables.
- Identify and critically evaluate the relationship among the purposes, message and intended audience of visual communications.
- Read and interpret maps to uncover relationships between geography and industrialization in Canada.
- Make notes (jottings, point form, webbing) that outline the main and related ideas from reading and while listening and observing.

Analyzing/Synthesizing/Evaluating

- Compare information about a topic drawn from two or more sources to see if it is identical, similar, parallel or inconsistent, unrelated or contradictory; detect bias.
- Draw conclusions about technological change and its effect on quality of life.
- Determine values underlying a position (identify, define, describe – value priorities, value conflicts).
- Categorize information to develop concepts – technology, mixed economy, quality of life.
- Make generalizations by stating relationships among concepts about technological change and its effect on quality of life.
- Identify and evaluate alternative answers, conclusions, solutions or decisions regarding questions and issues used for inquiry and research on responding to change.

COMMUNICATION SKILLS

- Construct a map of your local area to indicate the location of the various industries. Classify the industries as primary, secondary and tertiary by using a colour scheme and corresponding key.
- Write, from several points of view, and with sensitivity to more than one perspective, a clear and effective letter, editorial or essay/position paper about technological change and its effect on quality of life, with more emphasis on synthesis and evaluation of information from varied sources.

Note: The communication skills (speaking and writing) are interchangeable among Topics 9A, 9B and 9C.

PARTICIPATION SKILLS

- Develop increased facility in communicating with others in more formal situations such as interviews and panel discussions.
- Observe the courtesies of group discussion, such as speaking in turn, using appropriate tone and giving feedback in a non-threatening manner.
- Contribute to the group (leader, recorder, member) and group processes – staying on topic, extending the ideas of others, paraphrasing, and working toward a consensus or a decision.

ATTITUDE OBJECTIVES

– Students will be encouraged to develop:

- An appreciation for the varied effects of economic growth on our quality of life.
- Acceptance that change is a common feature of life.
- Concern with issues of significance to the future of Canada and themselves.
- Awareness that technology raises many ethical issues.
- Willingness to participate responsibly in the resolution of issues.
- Appreciation that social issues are complex and may take time to resolve.

D. LEARNING RESOURCES

1. DEFINITIONS

1.1 In terms of provincial policy, learning resources are those print, nonprint, and electronic software materials used by teachers or students to facilitate teaching and learning.

1.2 **Basic Learning Resources** are those learning resources approved by Alberta Education as the most appropriate for meeting the majority of the goals and objectives of courses, or substantial components of courses outlined in the provincial programs of studies.

AND

Those productivity software programs (e.g., word processors, spread sheets, data bases, integrated programs) approved by Alberta Education that can be used to achieve important objectives across two or more grade levels, subject areas, or programs.

1.3 **Recommended Learning Resources** are those learning resources approved by Alberta Education because they complement Basic learning resources by making an important contribution to the attainment of one or more of the major goals of courses outlined in the provincial programs of studies.

1.4 **Supplementary Learning Resources** are those learning resources approved by Alberta Education because they support courses outlined in the provincial programs of studies by enriching or reinforcing the learning experience.

2. BASIC LEARNING RESOURCES

Three to ten print and/or nonprint resources have been authorized as basic for social studies instruction at each grade level.

The basic learning resources are those resources that Alberta Education has assessed as the best presently available for achieving the objectives of grade level social studies programs. These resources are available for purchase at 25% discount from the Learning Resources Distributing Centre and are listed in the 1988-89 Learning Resources Distributing Centre *Buyers Guide*.

Resources, once authorized as basic, retain this status for a minimum period of three years.

Resources that are authorized as basic for use with the Alberta Social Studies Curriculum are as follows:

Grade & Topic	Title	Publisher
7A	<i>Marooned: An Examination of Culture</i> 3rd Edition, 1984 (Kit)	Canadian Social Sciences Services Ltd.
	<i>Understanding Cultures (1984)</i>	Prentice-Hall
7B	<i>Japan: Its People and Culture (1988)</i>	Reidmore
	<i>Two Roads to Japan (1988)</i>	Plains Publishing
7C	<i>Canada's People: The Metis (1987)</i>	Plains Publishing
	Kanata Series: <i>Cultures in Canada: Strength in Diversity (1984)</i> (Redeveloped 7C Kanata Kit) Text Teacher Guide Media Kit	Weigl Education Publishers Limited
	Multicultural Canada Series: <i>The Chinese Canadians (1982)</i> (out of print) <i>The Italian Canadians (1982)</i> <i>The Japanese Canadians (1978)</i> (out of print) <i>The Jewish Canadians (1983)</i> <i>The Mennonite Canadians (1983)</i> <i>The Scottish Canadians (1981)</i> <i>The Ukrainian Canadians (1982)</i> (out of print)	Nelson Canada
	<i>The Peigan: A Nation in Transition (1985)</i>	Plains Publishing
8A		Resource being developed
8B	Kanata Series: <i>Canada's Political Heritage: Conflict and Change (1985)</i> (Redeveloped 8A Kanata Kit) Text Teacher Guide Media Kit	Weigl Educational Publishers Limited
8C		Resource being developed
9A		Resource being developed
9B	<i>The Soviet Union (1983)</i>	Arnold Publishing
9C		Resource being developed (Kanata Series)

DRAMA

A. PROGRAM RATIONALE AND PHILOSOPHY

RATIONALE FOR FINE ARTS

The fine arts embrace music, art and drama without obscuring their uniqueness. Each has a body of content, partly derived from tradition and partly developed from the insights and interests of those involved. Each has its own mode of expression and makes its own contribution to society, necessitating the inclusion of the arts as separate subject areas in the school program.

There are fundamental principles that apply to all three. Specifically, the student is involved as a creator, a performer, an historian, a critic and a consumer. Throughout the grades, an articulated fine arts program should enhance the depth and breadth of expression and intuitive response. The maturing student learns to appreciate, to understand, to create and to critique with discrimination products of the mind, the voice, the hand, and the body.

PHILOSOPHY FOR DRAMA EDUCATION

Drama is both an art form and a medium for learning and teaching. It can develop the whole person – emotionally, physically, intellectually, imaginatively, aesthetically, and socially – by

giving form and meaning to experience through "acting out". It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals.

The dramatic growth parallels the natural development of the student. This growth is fostered in an atmosphere that is non-competitive, cooperative, supportive, joyful yet challenging.

The overall goal of drama is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills. The imaginative exploration involves setting up a dramatic situation, "acting out" that situation, communicating within that situation and reflecting on the consequences. It is this reflection that provides the knowledge for self-development.

As students progress through the dramatic forms of expression at the secondary level, greater emphasis is placed upon the development of the individual as a creator, performer, historian, critic and patron. Here, the self-development and socialization processes of the student are extended by developing an appreciation of theatre as a traditional art form.

B. GOALS AND OBJECTIVES

GOAL I

To acquire knowledge of self and others through participation in and reflection on dramatic experience.

Objectives

For the following concepts (C), skills (S), and attitudes (A) the student will:

- develop a positive self-image (A)
- develop self-discipline (A)
- develop self-confidence (A)
- strengthen powers of concentration (S)
- explore and develop physical and vocal capabilities (S)
- extend the ability to think imaginatively and creatively (S)
- extend the ability to explore, control and express emotions (S)
- extend development of sensory awareness (S)
- extend the ability to explore meaning through abstract concepts (S)
- develop the willingness to make a decision, act upon it and accept the results (A/S)
- develop a sense of responsibility and commitment (A)
- develop the ability to initiate, organize and present a project within a given set of guidelines (S)
- develop the ability to interact effectively and constructively in a group process (S)
- extend the ability to understand, accept and respect others – their rights, ideas, abilities and differences (S/A)
- develop the ability to offer and accept constructive criticism (S/A)

GOAL II

To develop competency in communication skills through participation in and exploration of various dramatic disciplines.

Objectives

For the following concepts (C), skills (S), and attitudes (A) the student will:

- develop the body and voice as tools of communication (S)
- develop the ability to give form or expression to feelings, ideas and images (S)
- develop belief in, identification with, and commitment to a role (A)
- explore specific techniques demanded by various dramatic forms (S/C)
- become familiar with dramatic terminology and script format (C)
- become familiar with disciplines that enhance dramatic process (C)
- gain awareness of how the integration of disciplines enriches dramatic communication (C)

GOAL III

To develop an appreciation for drama and theatre as a process and art form.

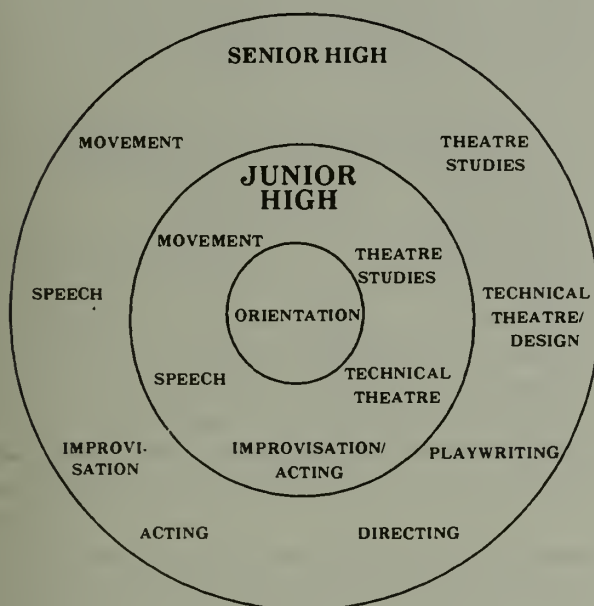
Objectives

For the following concepts (C), skills (S), and attitudes (A) the student will:

- develop awareness of various conventions of theatre (C)
- develop awareness of drama and theatre by viewing as great a variety of theatrical presentations as possible (C)
- develop the ability to analyze and assess the process and the art (S)
- develop recognition of and respect for excellence in drama and theatre (A)

C. CONTENT

DISCIPLINES OF THE JUNIOR HIGH DRAMA PROGRAM



Orientation is the foundation of the Junior High Drama Program. It involves diagnosis of students, setting controls and routines, climate building and laying the groundwork for study in the five disciplines that will be addressed at the junior high level. Disciplines that communicate are movement, speech, and improvisation/acting. Disciplines that enhance communication are theatre studies and technical theatre.

Within the disciplines that communicate, form refers to a mode of exploration that may end in presentation. Within the disciplines that enhance communication, component refers to a possible area of study. Exploration of as wide a variety of forms and components as possible is desirable. This variety allows the teacher and student to begin work in areas of comfort and expertise; at the same time, it challenges the teacher and student to investigate less familiar areas for program enhancement. Forms and components listed below are not meant to be inclusive or prescriptive.

DISCIPLINES that Communicate	Possible Forms
MOVEMENT	tableau, creative movement, mime, dance drama, improvised dance, choreographed dance, stage fighting, clowning, mask
SPEECH	storytelling, oral interpretation, choral speech, radio plays
IMPROVISATION/ ACTING	creative drama, planned improvisation, spontaneous improvisation, theatre sports, group drama, puppetry, choric drama, readers' theatre, story theatre, scripted work, monologues, audition pieces, collective, musical theatre, film/video

Disciplines may either be integrated as appropriate or treated as separate units of study. Focus may vary according to the teacher's expertise, students' needs, school's philosophy, and facilities and budget.

DISCIPLINES that Enhance Communication	Possible Components
THEATRE STUDIES	performance analysis, theatre history, the script
TECHNICAL THEATRE	lighting, sound, makeup, costume, set, properties, puppetry, mask, visual media, management (stage/house/business)

SCOPE AND SEQUENCE

The Junior High Drama Program has been designed as a 75-hour course at each level. Junior high drama courses do not demand prerequisites. The Levels I, II and III correspond to the first, second and third

years of the program, typically Grades 7, 8 and 9.

By the end of the Junior High Drama Program, assuming students have moved through Levels I, II and III, students should have achieved all the student learner expectations.

Disciplines	Level I Beginning Learner Expectations	Level II Intermediate Learner Expectations	Level III Advanced Learner Expectations
	Orientation	Orientation	Orientation
MOVEMENT	1-19	20-25	26-28
SPEECH	1-8	9-14	15-18
IMPROVISATION/ ACTING	1-12	13-25	26-33
THEATRE STUDIES	1-3	4-6	7-12
TECHNICAL THEATRE	1-16	1-16	1-16

LEARNER EXPECTATIONS

Orientation

Orientation is the introduction of basic concepts, skills and attitudes in drama, which should be addressed before commencing more in-depth work in the five disciplines covered in the junior high program. Orientation must be taught at all three grade levels. It is recommended that orientation be the first area of study covered. Orientation can be integrated with disciplines, or used as an approach to planning and executing the complete program.

Orientation is of utmost importance for the following reasons:

- **Transition** – Grade 7 is a key transitional year for students in the drama program. Orientation aids in the transition from the elementary to the junior high drama curriculum and in the transitions to Grades 8 and 9. It addresses the variety in developmental growth of early adolescents.
- **Equalization** – There are no prerequisites for any level of junior high drama. Therefore, it is essential that students are involved in orientation activities that help to establish a common starting point for the class, which may be comprised of students with a wide variety of experience and background.
- **Diagnosis** – Throughout orientation, the teacher will be diagnosing the students in order to plan a program that will best meet their needs. The diagnosis done in orientation will influence the direction and focus of the drama program. Teachers may wish to step back into orientation from time to time, as the need arises.
- **Motivation** – Orientation should involve students in interesting, challenging and enjoyable activities that will stimulate them to participate with enthusiasm in the drama program.

The student will be able to:

- Demonstrate a willingness to take calculated and reasonable risks.
- Share ideas confidently with others.
- Focus concentration on one task at a time.
- Listen effectively.
- Generate imaginative and creative solutions to problems.

- Meet deadlines and follow through on individual and group commitments.
- Demonstrate trust by becoming comfortable, physically and emotionally, with others.
- Work cooperatively and productively with all members of the class in pairs, small groups and large groups.
- Support positively the work of others.
- Offer and accept constructive criticism, given specific guidelines, with a desire to improve.
- Recognize the purposes of and participate in warmup activities.
- Communicate through use of voice and body.
- Move in a variety of ways.
- Respond to directions without breaking concentration – side coaching.
- Speak, move, and generate ideas spontaneously.
- Investigate a variety of roles and situations.
- Show awareness of story sequence.
- Understand that technical elements enhance verbal/physical communication.
- Recognize that there is an historical and cultural aspect of drama/theatre.
- Demonstrate awareness of the multi-disciplinary nature of drama/theatre.

Movement

Movement is non-verbal physical expression. The development of a responsive and expressive body is enhanced when the movement elements of energy, focus and control work together.

Level I – Beginning

The student will be able to:

1. Demonstrate understanding of and apply appropriate safety procedures.
2. Demonstrate awareness of personal and shared space.
3. Use physical relaxation techniques effectively.
4. Recognize the need for and demonstrate warmup activities.
5. Move individual body parts.
6. Use proper posture.
7. Demonstrate awareness of his or her own body and its movement potential.
8. Display increased freedom of movement.
9. Travel through space in a variety of ways; e.g., running, creeping and jumping.
10. Use varying speed of movement.
11. Use directions and pathways.
12. Use levels.
13. Control focus and energy in movement and gesture.

14. Create shapes with the body.
15. Display increased balance and coordination.
16. Demonstrate freezing of movement.
17. Use movement to communicate non-verbally.
18. Create movement in response to music.
19. Translate sounds, words, images, and emotions into movement.

Level II – Intermediate

The student will be able to:

20. Extend body flexibility.
21. Display clarity of movement and gesture.
22. Use exaggerated movement and gesture.
23. Plan, repeat and combine movement patterns.
24. Plan movement for audience visibility and spatial limitations.
25. Communicate environment, character, and situation non-verbally.

Level III – Advanced

The student will be able to:

26. Use contrast in movement.
27. Create and sustain mood through movement.
28. Coordinate movement and movement patterns with other students.

Speech

Speech is the exploration of talking and speaking to meet the demands of verbal communication. It examines interpretation, the mechanisms of control of vocal delivery, and acknowledges the importance of listening critically. The focus of speech instruction in junior high is on the effective communication of ideas, rather than on the technical aspects of speech.

Level I – Beginning

The student will be able to:

1. Speak spontaneously.
2. Use vocal relaxation and warmup techniques.
3. Use effective breathing techniques.
4. Use techniques of storytelling.
5. Recognize the need to control and protect the voice.
6. Use volume appropriate to situation.
7. Create vocal sound effects to explore voice potential.
8. Understand volume, articulation, projection, rate, pause, phrasing, pitch and intonation.

Level II – Intermediate

The student will be able to:

9. Use volume, articulation and projection to achieve clarity.
10. Demonstrate effects of intonation, rate, pause and phrasing on the meaning of words.
11. Use pitch to effect quality of voice production.
12. Demonstrate a stage whisper.
13. Use voice to communicate mood and emotion.
14. Use a variety of character voices.

Level III – Advanced

The student will be able to:

15. Demonstrate the effect of character on oral interpretation.
16. Use movement and gesture to clarify and enhance speech and character.
17. Determine personal pitch, rate, volume, intonation and vocal qualities through critical listening.
18. Apply speech skills in a variety of speaking situations.

Improvisation/Acting

Improvisation/acting is the "acting out" of an idea or situation, using spontaneous improvisation, planned improvisation and text. Spontaneous improvisation involves unplanned action and/or dialogue. Planned improvisation involves planned, rehearsed or polished action and/or dialogue. Text refers to written material.

Level I – Beginning

The student will be able to:

1. Use warmup techniques for preparation of body, voice and mind.
2. Respond to directions without breaking concentration – side coaching.
3. Demonstrate the ability to be still.
4. Create experiences through imaging, visualizing and fantasizing.
5. Create and tell a story spontaneously.
6. Understand and apply the essential elements of a story: character, setting, conflict, climax and plot.
7. Use stage vocabulary: stage areas, body positions and crosses.
8. Demonstrate appropriate rehearsal behaviours and routines.

9. Communicate a clear beginning, middle and end in spontaneous and planned scenes.
10. Use essential story elements in spontaneous and planned scenes.
11. Create a dramatic situation in response to varied stimuli: objects, pictures, music.
12. Make logical choices within the boundaries of situation and character.

Level II – Intermediate

The student will be able to:

13. Recognize the techniques of offering, accepting, advancing and blocking.
14. Use varied stimuli for character development.
15. Use the body and body language to enhance characterization.
16. Demonstrate economy in movement and speech.
17. Select and use language appropriate to a given character and situation.
18. Use voice variety to enhance a character.
19. Discover how feelings affect a character.
20. Enter and exit in character.
21. Sustain a character throughout an exercise or scene.
22. Create business appropriate to character and situation.
23. Demonstrate understanding of character motivation.
24. Recognize that relationships exist between characters in given situations.
25. Demonstrate understanding of focus and the processes of sharing, giving and taking.

Level III – Advanced

The student will be able to:

26. Pick up cues effectively.
27. Identify and create a believable emotional build.
28. Use contrast such as dramatic elements (movement and stillness, light and dark, sound and silence) and groupings (solo and group) in scenes.
29. Use improvisational skills and concepts in exploration of text.
30. Analyze text for meaning and character development.
31. Recite text from memory.
32. Rehearse, polish and present text.
33. Critique the work of self and others through observation of specific details.

Theatre Studies

Theatre studies is the introductory exploration of teacher selected elements of drama and theatre that foster an appreciation of theatre as an historical and cultural art form. Within this discipline, the student will examine the following components: performance analysis, theatre history, the script.

Level I – Beginning (Performance Analysis)

The student will be able to:

1. Demonstrate understanding of the need for analysis of the work of self and others.
2. Identify specific criteria to assess a presentation.
3. Verbalize and write a review.

Level II – Intermediate (Theatre History)

The student will be able to:

4. Recognize that drama exists in every culture.
5. Recognize that "theatre is a mirror of society".
6. Show awareness of selected periods and playwrights.

Level III – Advanced (The Script)

The student will be able to:

7. Define the elements of script, dialogue, directions, characters, and settings.
8. Demonstrate understanding of directions used in a script.
9. Read a script aloud.
10. Demonstrate understanding of the concept of dramatic convention.
11. Demonstrate understanding of plot structure.
12. Analyze a script to identify character, setting and plot.

Technical Theatre

Technical theatre is the appropriate selection, construction, and manipulation of those staging variables that visually and aurally support the performer and the needs of the production. Students will demonstrate the concepts, skills and attitudes of the technical theatre discipline through a different component at each level. Possible components of study include: lighting, sound, makeup, costume, set, properties, puppetry, mask, visual media, and management (stage/ house/business).

Levels I, II, III – Beginning, Intermediate, Advanced

Awareness

The student will be able to:

1. Recognize the basic terminology associated with the component being studied.
2. Demonstrate understanding of the basic functions of the component being studied.
3. Show awareness of the importance of research.
4. Show awareness of available resources pertaining to the component being studied; e.g., supplies, libraries and theatre companies.
5. Demonstrate understanding of the various conventions of the component being studied.

Readiness

The student will be able to:

6. Demonstrate understanding of the importance of planning and organization.
7. Select a project appropriate to the component being studied.
8. Demonstrate understanding of the use of colour, shape and texture to achieve a desired effect.
9. Use sketching to explore ideas for the project.
10. Demonstrate understanding of and use appropriate methods and tools for designing the project; e.g., makeup charts, cue sheets, working drawings.
11. Arrange and sequence time, ideas, information, materials and/or personnel for achievement of the project.

Application

The student will be able to:

12. Demonstrate understanding of and apply appropriate regulations, procedures and precautions to ensure safe working conditions.

13. Determine and acquire necessary supplies or substitutes to construct the planned project.
14. Use appropriate tools and skills to assemble or construct the planned project.
15. Use the project.
16. Demonstrate the integration of technical theatre with other disciplines in order to enhance dramatic communication.

REQUIRED/ELECTIVE COMPONENTS

The **required** component encompasses the concepts, skills and attitudes that all students should be able to acquire at each level.

The **elective** component provides opportunities to adapt and enhance the required portion of the program to meet the diverse needs and capabilities of individual students. It encourages the adaptation of content, teaching strategies, instructional time, evaluation activities and learning resources to meet specific individual student and/or group needs. The elective component provides for enrichment and additional assistance to individual students as necessary.

The time allotment for the elective component of the Junior High Drama Program shall be 30 percent of the instructional time.

Appropriate selection of forms, components and activities should be made, keeping individual needs and interests of students in mind. One might consider expanding the elective component through the study of additional forms and components. Possible activities might include: self-initiated projects, self-directed studies, research, peer teaching, exploration of themes, establishment of specialist crews, integration with other school programs, guest artists/experts, student mentors, attending performances, critiquing outside performances, films/videos, extracurricular workshops, festivals, skill extensions, career awareness, touring, assisting in the community, field trips.

D. LEARNING RESOURCES

BASIC LEARNING RESOURCES

No learning resources have been authorized as basic for the Junior High Drama Program.

RECOMMENDED AND SUPPLEMENTARY LEARNING RESOURCES

Recommended and supplementary learning resources are identified in the curriculum support documents.

AGRICULTURE: LAND AND LIFE

A. PROGRAM RATIONALE AND PHILOSOPHY

"The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of the community."

Secondary Education in Alberta,
June 1985

The Junior High Agriculture: Land and Life Program provides a three-year sequence of complementary courses in support of the aim of education stated above. The program is designed to provide students with a broad awareness of the economic, social and scientific realities of the agricultural enterprise. Learnings are introduced in

meaningful contexts, through hands-on activity, through experimentation and through examination of current agricultural practices. The program offers students the opportunity to explore personal interests as well as to broaden their understandings of the world in which they live.

The program is designed to be of interest to all students in the province, whether they be of urban or rural backgrounds. Examples and emphasis within the program provide for a balance of perspectives, including those of the consumer and the home gardener as well as the producer and worker in agricultural businesses. The emphases of the program are thus on awareness, insight and understanding of agriculture rather than on specific vocational knowledge and skills.

B. GOALS AND OBJECTIVES

GOALS

- To develop an awareness of the diversity of agricultural activity in students' local areas, in Alberta, and in the national and international community.
- To develop critical thinking and problem-solving skills in the process of examining agricultural problems and practices.
- To acquire knowledge of the factors of agricultural production and processing.
- To recognize relationships between producers, processors, marketers and consumers.
- To appreciate agriculture for its economic significance, career opportunities and its impact on quality of life.
- To acquire knowledge and develop skills applicable to plant and animal care in both urban and rural settings.

- To develop a resource management perspective, recognizing areas where personal and public decision making are needed.
- To acquire an awareness of agricultural technologies, including examination of emerging technologies as well as those of the past and present.
- To develop an awareness of societal issues and concerns that are agriculture related.
- To develop an awareness of the scope of agriculture in urban areas.

OBJECTIVES

Specific concept, skill and attitude objectives are identified for each theme in the statement of content which follows.

C. CONTENT

THEMES OF THE JUNIOR HIGH AGRICULTURE: LAND AND LIFE PROGRAM

The Junior High Agriculture: Land and Life Program is a sequential three-year complementary course of studies for Grades 7, 8 and 9. In each year of the program, the following three themes are to be developed:

THEME 1: Production, Processing and Marketing

Theme 1 units provide an opportunity for students to study a sample area of agricultural production using a case study approach. The units examine activities of producers, processors, marketers and consumers, highlighting roles and interrelationships of agricultural activity at each stage. The intent is to provide insight into all aspects of a particular segment of the agriculture industry.

SURVEY: What is Agriculture?

This unit provides a survey of agricultural activity at the local, provincial, national and international levels. The intent of the unit is to expand students' knowledge of the scope of agriculture and to help students recognize the impact of agriculture on society.

THEME 2: Technology and Research

Theme 2 units examine a technology that supports effective agricultural practice. Practical problems in production or processing are considered. In each unit, students explore alternative approaches to problem solution, in many cases through hands-on activities. Activities promote an understanding of the role of research and innovation in ensuring the success of agricultural practice.

THEME 3: Resource Management

Theme 3 units examine the management of the key resources – water, soil and land use – in ways that consider environmental and social impacts as well as effects on agricultural production. The concepts of sustained yield, monitoring and environmental management are central to this unit.

Flexibility is provided in the selection of particular topics to develop the themes. To provide guidance in selecting and organizing content, an example has been developed for each theme at each level. Within the required themes, the approach to topic development is generally through a case study. Using this approach, students have the opportunity to learn important ideas and principles through a focus on a meaningful example.

The program has been designed for 75 hours of instructional time for the required and elective component for each year of the program. Each thematic unit represents a minimum of 12 hours of instruction. Please note that **SURVEY: What is Agriculture?** is also designed for a minimum of 12 hours of instruction.

OPTIONAL UNITS

Teachers may complete the program by offering a number of optional units selected from the list below. These units provide opportunities for students to pursue areas of interest. Optional units may also serve to provide added focus on local agricultural practices or to broaden students' understanding of agriculture. A minimum of six hours instructional time is recommended for each optional unit.

At each level of the program, students may also study a local interest topic not included in the following list.

Agriculture and Human History
Agricultural Horizons: An Examination of
 Agriculture Around the World
Agricultural Services
Animal Care
Beekeeping
Cattle
Computers and Agriculture
Crop Protection
Farming and Wildlife
Forage Crop Production
Fruit Crops
Fur Farming
Hogs
Home Gardening and Food Production
Import and Exports

Horses
Indoor Gardening
Irrigation
Landscape and Trees
Marketing and Advertising
Market Gardening
Marketing Systems
Mushroom Farming
Oilseed (Canola)
Planning and Finances: The Business Side of
 Farming
Poultry
Processing and Preserving
Research and Technologies
Sheep and Goats
Sugar
Transportation
Trapping
Tree Farming
Weather and Crop Management

SCOPE AND SEQUENCE

The program content is organized in a way that provides for themes to be developed over a three-year program sequence. Entry points to

the program may be at any of the three levels, but where possible it is recommended that students enter the sequence at the year one level.

THEME	YEAR ONE UNITS	YEAR TWO UNITS	YEAR THREE UNITS
THEME 1: Production, Processing and Marketing	<i>Production, Processing and Marketing Case Study</i> Emphasis on consumer perspective	<i>Production, Processing and Marketing Case Study</i> Emphasis on nutrition	<i>Production, Processing and Marketing Case Study</i> Emphasis on energy
SURVEY: What is Agriculture?	<i>What is Agriculture?</i>	<i>(*What is Agriculture?)</i>	<i>(*What is Agriculture?)</i>
THEME 2: Technology and Research	<i>Mechanical Technology Case Study</i>	<i>Technology for Planning, Monitoring and Managing Case Study</i>	<i>Biotechnology Case Study</i>
THEME 3: Resource Management	<i>Water</i>	<i>Soil</i>	<i>Land Use</i>
OPTIONAL UNITS	Optional Unit(s) as Selected	Optional Unit(s) as Selected	Optional Unit(s) as Selected

*For students entering the program at the year two or three level, it is recommended that the unit **SURVEY: What is Agriculture?** be included as part of their first year in the

program. Note that this survey unit should follow the Theme 1 unit in order that key ideas and skills from the Theme 1 case study can be used.

YEAR ONE PROGRAM

THEME 1: Production, Processing and Marketing Case Study

Overview

This unit uses a case study approach. The intent of the unit is to provide a practical examination of production, processing and marketing through the direct study of a particular agriculture industry. The dairy industry has been chosen to illustrate the development of the case study, but the approach followed here may be adapted to any other agriculture related industry. Emphasis is to be placed on consumer perspective (i.e., food needs and preferences) and its influence on the agriculture industry. In keeping with this consumer perspective, it is suggested that the unit be approached first by examining local food products in relation to consumer needs and preferences. The stages leading up to the final product can then be traced in relation to this initial perspective on the industry.

Opportunities are provided within the unit for students to become involved in activities that are realistic examples of activities within agricultural industries. In particular, students will have opportunities to take initiatives in the design and development of consumer surveys, in the preparation of a sample product, and in the design of a sample marketing strategy.

Objectives

Concepts

Students will develop an understanding of each of the following concepts:

- consumption
- consumer needs and preferences
- products
- merchandising
- processing and packaging
- production (farm operations)
- transportation and storage
- career specializations and expertise
- local, provincial and national production.

Skills

Students will acquire skills in:

- monitoring personal consumption
- assessing consumer needs and preferences
- classifying products
- identifying steps in processing and packaging
- examining role of consumer preferences in determining products
- designing and evaluating approaches to marketing.

Attitudes

Students will develop the following attitudes:

- awareness of the complex and multifaceted nature of an agricultural production industry
- appreciation of the consumer-producer relationship
- appreciation of the role of technologies in agricultural production, processing and marketing
- awareness and appreciation of opportunities for careers in agriculture related industry.

Example Topic: Milk Products

SURVEY: What is Agriculture?

Overview

This required unit should be offered to students within the first year of their program. The intent of the unit is to provide a comprehensive overview of agricultural activity, providing students with a sense of its diversity and scope. The perspective adopted within this unit is that agricultural activity involves much more than the rural farm, and that the impact of agriculture pervades all of society. The unit examines agriculture at a variety of levels from local to global and introduces students to Alberta's role as both an importer and an exporter of agricultural commodities.

This survey unit should follow the Theme 1 unit as many of the key ideas and skills can be drawn from the Theme 1 case study.

Objectives

Concepts

Students will develop an understanding of each of the following concepts:

- diversity of agricultural operations
- components of agricultural industries: production, processing and marketing
- roles and careers
- agriculture as both producer of products and consumer of goods and services
- historical trends
 - increasing productivity per farmer
 - increasing productivity per unit area of land
 - degradation of farmland in areas of long-term inappropriate land use practices
- local, provincial, national and international food production
- transportation and trade of food products.

Skills

Students will acquire skills in:

- classifying and sequencing steps in the production, processing, marketing and distribution of agricultural products
- interpreting maps and charts
- identifying factors that support or inhibit food production in different areas of the world
- identifying issues in global agricultural production.

Attitudes

Students will develop the following attitudes:

- appreciation of the complex food production, processing and distribution system that exists to meet all our local food needs
- awareness of the diversity of agriculture related activities and occupations
- appreciation of the international nature of food production and distribution
- concern regarding problems in worldwide food production and distribution.

THEME 2: Technology and Research: Mechanical Technology Case Study

Overview

In this case study, students consider practical problems that have faced farmers and food processors since the earliest times: how to plant, harvest and mill grain, and how to do these things in a way that is both efficient and effective. First, the development of techniques and specialized equipment is presented as a form of problem solving where the need for the technology exists, then the inventions and new techniques follow. Students are presented with the problems, then consider both their own ideas and the technologies that have been specifically developed to solve these problems. By tracing the historical development of agricultural equipment, students are able to understand and appreciate the significance of improvements through the years.

Note that although grain technology has been used as an example for this case study, the objectives for the unit can be achieved through the study of any food production or processing industry.

Objectives

Concepts

Students will develop an understanding of each of the following concepts:

- physical work inherent in agriculture
- specific tasks to be performed in producing a particular agricultural product (tasks and subtasks)
- manual and mechanical approaches to production
- power sources: manual, animal, fuels, electrical sources
- technology as a means of problem solving (finding effective and efficient ways to get a job done)
- effectiveness of technologies
- efficiency of technologies
 - efficiency in use of human time and energy
 - efficiency in use of land
 - efficiency in use of other resources
- safety in use of technologies: safety equipment and procedures
- use of alternative technologies: e.g., zero tillage versus intensive cultivation.

Skills

Students will acquire skills in:

- identifying and analyzing sequences of tasks to be performed
- identifying alternative creative thinking approaches to solving a practical problem
- drawing and designing devices to perform given tasks
- constructing models of equipment.

Attitudes

Students will develop the following attitudes:

- appreciation of the human energy and expertise that go into agricultural production
- awareness of human progress in applying technology to agricultural production
- awareness of self as a problem solver
- awareness of the effect of agricultural technology on the overall quality of life
- awareness and appreciation of opportunities for careers in agriculture related industry
- awareness of dangers in working with power equipment
- responsibility regarding personal and group safety in using equipment.

Example Topic: Grain Production and Processing Technology

THEME 3: Resource Management: Water

Overview

Water is a resource critical to agriculture. In many areas, the supply of water is the limiting factor that determines what crop can be successfully grown, and in all areas it influences the size and quality of the crop. The study of water within an agriculture unit thus focuses on the natural supply of water within the province and how that supply can be managed for effective agricultural use.

Objectives

Concepts

Students will develop an understanding of each of the following concepts:

- water needs
- water resources
- landforms and water supply
- variation in water supply
- agricultural water use and management
 - surface moisture
 - ground water
 - conservation practices
 - irrigation and drainage
- water rights
- water issues.

Skills

Students will acquire skills in:

- interpreting charts and maps
- identifying relationships between water supply and topography
- generating alternatives regarding ways to meet water needs
- evaluating strategies for water management
- identifying trade-offs in water uses
- identifying land use practices that affect available water.

Attitudes

Students will develop the following attitudes:

- awareness of the importance of water resources
- awareness of the impact of water shortages and surpluses (economic and social impacts)
- awareness and appreciation of water as a limited resource
- conservation ethic
- awareness and appreciation of opportunities for careers in water management.

YEAR TWO PROGRAM

THEME 1: Production, Processing and Marketing Case Study

Overview

This unit adopts a case study approach. The intent of the unit is to provide a practical examination of production, processing and marketing through the direct study of a particular agricultural industry. The meat processing and production industry has been chosen to illustrate the development of the case study, but the approach followed here may be adapted to any other agriculture related industry.

Overall, the unit follows a similar format to that of the first unit in the Year One Program, but its main focus is the nutritional value of the products rather than consumer preferences. The unit will thus consider dietary needs as well as the relative nutritional value of various food products prepared in a variety of forms.

Objectives

Concepts

Students will develop an understanding of each of the following concepts:

- nutrition (review)
- nutrient composition of foods (focus on proteins)
- consumer needs versus consumer preferences
- products
- merchandising
- processing and packaging
- production (farm operations)
- breed development as a means of increasing quantity and quality of product
- transportation and storage
- local production as a component of provincial, national and international production.

Skills

Students will acquire skills in:

- monitoring personal consumption by nutrient groups
- assessing consumption in relation to nutritional needs

- identifying and classifying products
- comparing alternative sources of nutrient needs
- analyzing steps in production, processing and packaging
- analyzing role of consumer preferences in determining products and packaging.

Attitudes

Students will develop the following attitudes:

- awareness of the importance of diet to human growth, development and continuing function of a healthy body
- awareness of the complex and multifaceted nature of a food production industry
- appreciation of the consumer-producer relationship
- appreciation of the role of technologies in the production and processing of food
- awareness and appreciation of opportunities for careers in agriculture related industry.

Example Topic: Meat Products

SURVEY: What is Agriculture?

Note: This unit is to be offered here only if students are entering the course at year two.

Overview

This required unit should be offered to students within the first year of their program. The intent of the unit is to provide a comprehensive overview of agricultural activity, providing students with a sense of its diversity and scope. The perspective adopted within this unit is that agricultural activity involves much more than the rural farm, and that the impact of agriculture pervades all of society. The unit examines agriculture at a variety of levels from local to global and introduces students to Alberta's role as both an importer and an exporter of agricultural commodities.

This survey unit should follow the Theme 1 unit as many of the key ideas and skills can be drawn from the Theme 1 case study.

Objectives

Note: See Year One Program (page C.4) for listing of concepts, skills and attitudes.

THEME 2: Technology and Research: Technology for Planning, Monitoring and Managing Case Study

Overview

The process of farm production can be viewed as a series of planned interventions that will enhance the development of a particular food crop. For every action that the farm operator takes, there is usually a best time to do it and generally a most effective way. The decisions of when to plant, how deeply, when to provide fertilizers, supplements or special treatments, and what other conditions should be modified are all dependent on a wide range of changing conditions, each of which needs to be monitored if appropriate action is to be taken.

Intensive agricultural production requires an increasingly high level of planning, monitoring and management. Greenhouse production, the raising of specialized animal breeds and the use of integrated pest management are all examples of such intensive production processes.

Note: Several of the activities will be most successful if preparations are made well in advance. It is suggested that the unit be planned in a way that allows activities to take place over several months, overlapping one activity with another as required. Teaching the unit in conjunction with another unit may be considered.

Objectives

Concepts

Students will develop an understanding of each of the following concepts:

- environments
 - environmental factors
 - natural environments
 - artificial environments
 - micro-environments
- competition for nutrients, water and light
- plant cycles
- pest and disease management
- control systems
- optimum conditions for plant growth.

Skills

Students will acquire skills in:

- monitoring plant growth and plant health
- measuring soil moisture and humidity
- applying techniques for plant propagation: planting seeds and bulbs, making cuttings
- preparing a "growth chamber" to meet the needs of a particular plant
- identifying variables that affect plant growth
- creative and critical thinking regarding alternative ways to meet plant needs
- maintaining a record of plant treatments and plant growth
- identifying greenhouse pests and weeds.

Attitudes

Students will develop the following attitudes:

- appreciation of the human energy and expertise that go into agricultural production
- appreciation of the complexity of plant care in controlled environmental conditions
- awareness of self as problem solver
- appreciation of the need for accuracy and precision in the monitoring and managing of living things
- awareness of career opportunities in plant care and plant research
- responsibility regarding personal and group safety in the selection and use of pest controls.

Example Topic: Greenhouse Management

THEME 3: Resource Management: Soil

Overview

Soil is a basic agricultural resource. The quality of soil is a major determiner of the success of agricultural production; its loss or degradation is thus of major concern. This unit examines the characteristics of soil that determine its overall quality and considers problems in soil management.

Objectives

Concepts

Students will develop an understanding of each of the following concepts:

- soil functions
- soil characteristics
 - composition
 - soil nutrients/essential minerals
 - porosity
 - acidity/alkalinity
- soil development
- nutrient cycles
- soil degradation
 - erosional losses
 - nutrient losses: leaching
 - salinization, alkalization and acidification
- soil management
 - soil assessment
 - tillage
 - chemical treatments/recycling of nutrients
- fertilizing: organic and inorganic nutrients
- worldwide soil problems
 - loss of arable land through erosion
 - loss of land through urbanization and transportation corridors
- soil management for household gardening.

Skills

Students will acquire skills in:

- classifying soil components
- describing soil types
- measuring mineral content of soil
- measuring pH of soil
- identifying appropriate measures for preventing erosion in given situations
- identifying and describing problems in soil management
- identifying alternatives in soil management
- growing plants without soil.

Attitudes

Students will develop the following attitudes:

- awareness of the importance of soil resources
- awareness of the effect of land use decisions on soil retention and soil characteristics
- awareness and appreciation of soil as a limited resource
- conservation ethic
- awareness and appreciation of opportunities for careers in soil science and soil management.

YEAR THREE PROGRAM

THEME 1: Production, Processing and Marketing Case Study

Overview

This unit follows a case study approach. The intent of the unit is to provide a comparative study of two or more agricultural industries, examining energy and resource inputs in relation to food production. The key idea of the unit is that different forms of agricultural production and processing have implications for the amount of energy and other resources required. The energy used in food production contributes in various ways to the final energy of the food product, but this food energy is generally small in relation to the large energy expenditure involved in its production and processing.

The outlines provided for this case study compare the production of vegetable crops for direct human consumption and the production of meat through raising forage crops. The approach followed here may be adapted to other agricultural products, but the main focus should be on the efficiency of production.

Objectives

Concepts

Students will develop an understanding of each of the following concepts:

- range of food crops
- consumption
- consumer needs and preferences
- products
- merchandising
- processing and packaging
- production (farm operations)
- transportation and storage
- inherent and invested energy
- food pyramid
- local production as a component of provincial, national and international production.

Skills

Students will acquire skills in:

- assessing consumer needs and preferences
- assessing energy content of food
- comparing and classifying products
- analyzing steps in processing and packaging
- identifying steps in which invested energy is added
- identifying role of consumer preferences in determining products and packaging.

Attitudes

Students will develop the following attitudes:

- awareness of the complex and multifaceted nature of a food production industry
- awareness of the role of energy in food production
- appreciation of the consumer-producer relationship
- appreciation of the role of technologies in the production and processing of food
- awareness and appreciation of opportunities for careers in agriculture related industry.

Example Topic: Field Crops: Food and Forage

SURVEY: What is Agriculture?

Note: This unit is to be offered here only if students are entering the course at year three.

Overview

This required unit should be offered to students within the first year of their program. The intent of the unit is to provide a comprehensive overview of agricultural activity, providing students with a sense of its diversity and scope. The perspective adopted within this unit is that agricultural activity involves much more than the rural farm and that the impact of agriculture pervades all of society. The unit examines agriculture at a variety of levels from local to global and introduces students to Alberta's role as both an importer and an exporter of agricultural commodities.

This survey unit should follow the Theme 1 unit as many of the key ideas and skills can be drawn from the Theme 1 case study.

Objectives

Note: See Year One Program (page C.4) for listing of concepts, skills and attitudes.

THEME 2: Technology and Research: Biotechnology Case Study

Overview

The production of high quality animal and plant products requires genetic strains that respond well to the conditions of production. In part, this is a matter of efficiency: only those breeds that can make the most effective use of nutrients available and that will produce the highest quality product will compete well in the marketplace. In many cases it is also a matter of health and survival. Increased use of intensive farm production, often based on raising a single crop or breed, has led to increased susceptibility to disease and to pests. Resistant varieties must be developed to keep pace with increasingly intensive farm production practices.

This unit examines the application of biotechnology to large animal production. A variety of practices are considered, including those practices that are used in developing high quality stock and those that are aimed at enhancing the growth and development of existing breeds.

Objectives

Note: Objectives have been written in terms of an animal study but may be adapted to a plant study.

Concepts

Students will develop an understanding of each of the following concepts:

- breeds and varieties
- genetic characteristics
- principles of animal breeding
- artificial insemination and embryo transplants
- growth supplements and food additives
- hormones
- biotechnology.

Skills

Students will acquire skills in:

- observing animals (or pictures of animals) and interpreting their particular characteristics (e.g., size, shape, muscle development, fat cover)
- comparing strengths and weaknesses of different breeds
- identifying desirable characteristics
- identifying risks and benefits of using specialized breeds.

Attitudes

Students will develop the following attitudes:

- respect for animal welfare
- awareness of the role of research and biotechnology in agricultural industries
- awareness of the complex and multifaceted nature of large animal production
- awareness and appreciation of opportunities for careers in biotechnology and veterinary science
- awareness of potential effects of new technologies.

Example Topic: Animal Production Technology (Beef)

THEME 3: Resource Management: Land Use

Overview

This unit examines the scope and implications of land use practices. It considers land uses within urban areas as well as rural areas, and it examines the basis on which land use decisions are presently made. Key issues are identified and consideration is given to alternatives for the future.

A main theme of the unit is that decisions regarding land use play a large part in determining the nature and extent of agricultural production. What land will be used for agricultural purposes and what crops will be raised are questions that are continually under review. Currently, decisions that are made on land use are based largely on economic and practical considerations as seen by the landholder, but increasingly the decisions are becoming a matter of public concern. Both technical and societal considerations will play increasing roles in future land use planning.

Objectives

Concepts

Students will develop an understanding of each of the following concepts:

- agricultural land use considerations
 - quality of soil
 - topography
 - water and climate
 - market value of products
 - costs of operation
 - experience and livelihood of landholder
- available technology
- other land use considerations
 - urbanization and industrialization
 - resource extraction needs (mining and drilling operations)
 - public concerns regarding environmental quality
 - maintenance of natural environments
- historical change in land use
- sustained yield
- stewardship.

Skills

Students will acquire skills in:

- classifying land uses
- interpreting topographical features on maps and aerial photos
- analyzing land use within a given area
- identifying land use issues
- evaluating alternative land uses
- interpreting a farmstead plan
- drawing a rough site plan for a city lot
- setting goals for land use in an area.

Attitudes

Students will develop the following attitudes:

- awareness of long-term impacts of land uses
- appreciation of the diversity of values that come into play in land use decisions
- valuing both the need for agricultural land and the need for natural environments
- awareness and appreciation of opportunities for careers in land use planning
- conservation ethic.

REQUIRED/ELECTIVE COMPONENTS

Each unit of the program has a required component and an elective component, defined as follows:

The **required** component encompasses the knowledge, skills and attitudes that all students should be expected to acquire.

The **elective** component provides opportunities to adapt and enhance instruction to meet the diverse needs, abilities and interests of individual students. It provides enrichment and additional assistance to individual students as necessary.

The maximum time allotment for the elective component of the Junior High Agriculture: Land and Life Program shall be 30 percent of the instructional time.

D. LEARNING RESOURCES

BASIC LEARNING RESOURCES

No learning resources have been authorized as basic for the Junior High Agriculture: Land and Life Program.

RECOMMENDED AND SUPPLEMENTARY LEARNING RESOURCES

Recommended and supplementary learning resources are identified in the curriculum support documents.

ETHICS

A. COURSE RATIONALE AND PHILOSOPHY

The study of the acceptable standards of a society is a component of schooling that is essential in helping students to become contributing, responsible and ethically mature persons. Humans, by their very nature, are moral beings. On a daily basis, it is necessary to confront decisions, choices and judgments that involve degrees of "rightness" and "wrongness". Schools have a role in providing students with the "tools" necessary to improve their decision-making abilities. The importance of this area of education can be obscured by its complexities. However, the schools are, inevitably, a source of ethical education. The choice is whether or not it will be an explicit part of curriculum. By providing students with a clearer understanding of community values, the relationships of these to personal values, and the skills necessary for dealing with issues, the school can play a supportive role to other institutions in the community, such as the family, in the ethical education of young people.

The Grade 8 Ethics course is designed to ensure integration of the knowledge of societal values and the development of positive personal values.

The secondary school has a responsibility for encouraging "standards and examples of behaviour" which will contribute to the "well being" of society (*Secondary Education in Alberta* Policy Statement, June 1985, page 17). In addition, the professional staffs of secondary schools in this province have a responsibility to serve as "models" of behaviour for their students (page 17). This increased emphasis on the ethical aspect of education is evident in the creation of a new Grade 8 complementary ethics course, "teaching about the values of the community" (page 23).

Junior high students are at various stages of emotional, physical, ethical and cognitive development which necessitates that varying instructional strategies be used. Although they are at various stages, all students, if they are to personalize values and act ethically, must be given the opportunity to experience, in a concrete manner, the positive changes that can result from ethical behaviour.

The aim of the ethics course is to help students to become more thoughtful, to think of the interests of others, and to see the ethical implications in their daily lives.

B. GOALS AND OBJECTIVES

GOAL

- To assist young people in their growth as ethical persons who are able to contribute to the well-being of all individuals and the community.

OBJECTIVES

- To develop an understanding of community values.
- To foster student commitment to common ethical values such as respect, responsibility, fairness/justice, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, loyalty.
- To develop the ability to recognize consequences of making ethical decisions.

C. CONTENT

1. COMPONENTS OF THE GRADE 8 ETHICS COURSE

The content of the Grade 8 Ethics course is divided into three parts: Establishing the Challenge; The Community; and Social Responsibility.

PART 1: ESTABLISHING THE CHALLENGE

This section will introduce students to the topic of ethics. They will be involved in arriving at working definitions of ethics and values, practising decision-making skills as well as planning and carrying out activities that make a difference in the lives of others. Nine common ethical values (respect, responsibility, fairness/justice, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, and loyalty) will be presented to students for their study and examination. These nine ethical values are based on the ethical/moral characteristics outlined in the list of "Desirable Personal Characteristics" (*Junior High School Handbook*). In addition, students will have the opportunity to examine these and other values through the following perspectives:

Traditional / Historical

Many values are reflected historically through traditions represented by things such as religious teachings, laws, or the lives of historical persons. Examining values from this perspective will provide students with a better understanding of how some values have their basis within the historical or traditional part of our society.

Cultural / Ethnic

Values may be derived from membership in a particular cultural or ethnic group. Students study values from the perspectives of various cultural groups in order to contribute to a better understanding of their own community.

Societal / Community

Within this perspective, students will examine values that appear to be generally accepted by their community and which may lead to greater understanding of societal values.

Personal

All of the foregoing perspectives contribute to the understanding and development of an individual's personal values. These values are taught and reinforced by the home, religious institutions, and other community agencies, including the school. Personal commitment to particular values is a developmental process and results from opportunities to examine, discuss, reflect and act on values within a variety of settings.

PART 2: THE COMMUNITY

In this part, students will study a minimum of two modules. Each module will emphasize particular values examined in Part 1, and will focus on institutions or segments within the community. All four perspectives (Traditional/Historical, Cultural/Ethnic, Societal/Community, Personal) are incorporated into each of the modules. Although specific values are emphasized within each module, this is not to the exclusion of other values. Modules include:

Winning and Losing Values to be emphasized: Fairness / Justice, Loyalty	Fairness and the Law Values to be emphasized: Fairness / Justice
Messages in Media Values to be emphasized: Honesty, Responsibility	Religion and Values Values to be emphasized: Respect, Tolerance

PART 3: SOCIAL RESPONSIBILITY

This part of the course will focus on the responsibility of students to reflect on their experiences during the course and to make plans for future positive contributions to the school, their peer group, their families, the community, and themselves.

2. SCOPE AND SEQUENCE

PART 1: ESTABLISHING THE CHALLENGE

A. Understanding Ethics

The student will be able to:

1. Arrive at a working definition of the term "ethics".
2. Demonstrate an awareness that society is characterized by uncertainty, change and ambiguity.
3. Identify the ethical implications in issues.
4. Express personal convictions in productive group discussions of ethical issues.

B. Understanding Values

The student will be able to:

1. Arrive at a working definition of the term "values".
2. Demonstrate an awareness that humans are social beings who require values and standards by which to live their lives.
3. Demonstrate an understanding of common community values such as respect, responsibility, fairness/justice, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, loyalty.

C. Perspectives on Values

The student will be able to:

1. Demonstrate an appreciation of the influence of historical traditions and culture in the formation of personal values.

2. Demonstrate awareness that the society or community to which one belongs influences a person's perspective on values.

3. Demonstrate awareness that each person may have unique perspectives on values.

D. Decision Making

The student will be able to:

1. Demonstrate an understanding of the ethical implications of issues.
2. Examine and assess a variety of viewpoints on issues.
3. Examine evidence and consider alternatives before making a decision.
4. Demonstrate an understanding of the consequences of one's actions.
5. Express confidence in his or her own critical and creative thinking regarding ethical decision making.

E. Making a Difference

The student will be able to:

1. Demonstrate willingness to plan a project or activity that would contribute to the well-being of others.
2. Demonstrate willingness to be involved in the action to make the project or activity a reality.

PART 2: THE COMMUNITY

Module: Winning and Losing

Values to be emphasized: Fairness/Justice, Loyalty

The student will be able to:

1. Differentiate between situations of "winning" and "losing".
2. Identify how the values of fairness and loyalty impact on winning and losing.
3. Identify examples of cooperation, participation and competition.
4. Demonstrate an awareness that cooperation is an essential characteristic of a community.
5. Demonstrate understanding of the different perceptions of winning in the community.
6. Develop respect for the feelings of self and others in winning or losing situations.
7. Accept members of the community who may differ physically, mentally or socially.
8. Demonstrate an awareness of the impact of the values of fairness/justice and loyalty on institutions such as school sports and social service organizations.
9. Demonstrate the skills necessary to contribute to the success of others.

Module: Fairness and the Law

Values to be emphasized: Fairness/Justice

The student will be able to:

1. Demonstrate an understanding that laws, like other kinds of rules, often develop from the values that people hold.

2. Demonstrate awareness that there are decisions made by the individual and those that are made by the community.
3. Identify, analyze and discuss issues having to do with fairness and the law.
4. Develop an appreciation for different viewpoints expressed on controversial legal issues.
5. Differentiate between criminal and civil law.
6. Develop a set of criteria that can be used to evaluate situations in terms of the fairness of the procedures which have evolved through the centuries and have been influenced by other cultures.
7. Identify and evaluate some of the different ways people can respond to laws they think are unfair.
8. Demonstrate an understanding that the law is essential to the well-being of the individual and society.
9. Demonstrate the value of fairness in an individual's interaction with others.

Module: Religion and Values

Values to be emphasized: Respect, Tolerance

The student will be able to:

1. Demonstrate an understanding that communities and social organizations are created for the mutual growth and well-being of their members.
2. Demonstrate an understanding that there are interactive relationships among individuals, communities and segments of the community.

3. Demonstrate an awareness of the diversity of beliefs, customs, and celebrations that are present among religious groups.
4. Develop respect and tolerance for the beliefs of others.
5. Demonstrate the skills necessary to examine the values of respect and tolerance within the framework of religion.
6. Demonstrate an awareness of the "sense of community" that each religious group develops.
7. Demonstrate an awareness of the contributions that religious groups have made to society.
8. Demonstrate a willingness to plan projects or activities that demonstrate respect and tolerance.

Module: Messages in Media

Values to be emphasized: Honesty, Responsibility

The student will be able to:

1. Demonstrate an awareness of the types and purposes of media.
2. Demonstrate an awareness of the influences that media have on an individual's life.
3. Demonstrate an awareness of the global impact of media.
4. Demonstrate an awareness of how honesty and responsibility are involved in the interaction between the individual and the media.
5. Determine whether the standards imposed on media, both externally and internally, are sufficient to demonstrate responsibility.
6. Demonstrate the skills necessary for making positive changes in an individual's use of the media.

PART 3: SOCIAL RESPONSIBILITY

A. Values Important to Me

The student will be able to:

1. Discuss personal convictions in the context of community values.
2. Demonstrate awareness that individuals do not always consistently act on their values.
3. Appreciate that one must be willing to maintain ethical values in the face of pressure.
4. Demonstrate a willingness to revise or alter personal convictions on the basis of new understandings.
5. Demonstrate awareness that acting on values involves consequences.
6. Distinguish between responsible and irresponsible behaviour.

B. Reflections

The student will be able to:

1. Understand that relationships involve interactions, attitudes and emotions.
2. Demonstrate responsibility for chosen actions.
3. Evaluate personal contributions and the contributions of others toward making positive changes.
4. Appreciate that he or she is involved in decisions and choices that have ethical implications and consequences.
5. Demonstrate commitment to values such as respect, responsibility, fairness, tolerance, honesty, kindness, forgiveness, commitment to democratic ideals, loyalty.
6. Share insights gained from the course through a culminating presentation of their learned experiences.

3. MAKING A DIFFERENCE

Throughout the Grade 8 Ethics course students are encouraged to be involved with activities and projects that will contribute positively to the lives of others.

In Part 1 of the course students are introduced to the concept that they can "make a difference" in their community. Learning expectations are incorporated into Parts 2 and 3 focussing on this experiential component of the course. "Making a Difference" occupies ten hours of the seventy-five hour course.

4. TIME ALLOCATION

The Grade 8 Ethics course was developed as a 75 hour course. The following chart indicates the suggested distribution of time for the teaching of this course.

PART		TIME
Part 1: Establishing the Challenge	M a k i n g a D i f f e r e n c e — h o u r s	10 hours
Part 2: The Community (minimum of two)		45 hours (15 hours each)
Module: Fairness and the Law (Fairness/Justice) 15 hours		
Module: Winning and Losing (Fairness/Justice, Loyalty) 15 hours		
Module: Religion and Values (Respect, Tolerance) 15 hours		
Module: Messages in Media (Honesty, Responsibility) 15 hours	10	10 hours
Part 3: Social Responsibility		
SUBTOTAL	10 hrs	65 hours
TOTAL		75 hours

5. REQUIRED/ ELECTIVE COMPONENTS

The Grade 8 Ethics course has two components. The **required** component encompasses the knowledge, skills and attitudes that all students should be expected to acquire. A minimum of 70% of the time must address this "required" component.

The **elective** component provides opportunities to adapt and enhance instruction to meet the diverse needs and abilities of students. It provides for enrichment and additional assistance to individual students as necessary.

The maximum time allotment for the elective component of the Grade 8 Ethics course shall be 30 percent of the instructional time.

Part 1: Establishing the Challenge

Part 2: The Community (minimum of two modules)

Religion and Values

Messages in Media

Winning and Losing

Fairness and the Law

Part 3: Social Responsibility

REQUIRED - 70 %

ELECTIVE - 30 %

Enrichment
Remediation
Innovation
Individual Needs

D. LEARNING RESOURCES

BASIC LEARNING RESOURCES

No learning resources have been authorized as basic for the Grade 8 Ethics course.

RECOMMENDED AND SUPPLEMENTARY LEARNING RESOURCES

Recommended and supplementary learning resources are identified in curriculum support documents.

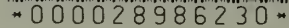
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